

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Woodmont Middle

District: Greenville County

Principal: Mr. Gregg Scott

Superintendent: Phinnize Fisher

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Woodmont Middle School, an authorized International Baccalaureate Middle Years Programme school, is a 6th through 8th grade school with 953 students and 70 Instructional, Administrative, and Instructional Support staff members. For the 2008-09 school year, the number of students will be reduced to approximately 665 students. The staff number will also be proportionately reduced. This reduction of students and staff members is due to the growth in southern Greenville County. Greenville school district has built a new middle school, Ralph E. Chandler Middle School to accommodate said growth and alleviate overcrowding. This new school is also located closer to the targeted geographic area that it will serve.

The current student population consists of: 32% African American, 62% Caucasian, 4% Hispanic, and 2% others. Currently 50% of the student population is receiving free or reduced meals. The student attendance percentage is 94.4%. Additionally 19% of the students are identified as having special learning needs.

Woodmont Middle School serves approximately 25 students from two local group homes. These students are currently part of our testing population. However, some are not expected to be part of testing population in 2008-2009 due to the restructuring of the attendance lines and student school assignments.

Of the 70 professional staff members, 28 have BA degrees, 3 have BA degrees plus 18 credit hours, 21 have Master Degrees, 12 have Master degree plus 30 credit hours, and 1 has a Doctor of Education degree. In the 2007-08 school year 23 professional staff members with a BA degree have between 0-2 years of teaching experience. (The total number equals 69 staff members because currently there is one long-term substitute.) Forty-eight percent of the professional staff has advanced degrees. Staffing disaggregation for the 2008-09 school year cannot be configured until June 1, 2008, because of movement of students and staff which will be equitably split between the two schools.

The International Baccalaureate Programme (IB) is a driving force in the development of the strategies in the Focused School Renewal Plan, (FSRP). This program is a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world. This enables the students to become critical and reflective thinkers. The International Baccalaureate consists of five areas of interaction: Approaches to Learning, Community and Service, Environments, Human Ingenuity, and Health and Social Education. These areas are an essential part of curricular planning. The areas reinforce cross-curricular concepts and skills, foster interdisciplinary approaches and map skills across the disciplines, and make the students actively involved and engaged in their learning.

The School Leadership Team is comprised of representatives from all academic departments, related arts department, a guidance counselor and administrators. The initial meeting reviewed the 2007-08 FSRP and the implementation of that plan. The principal was very clear on the fact that this is an "active plan" until the end of this school year. He also discussed taking certain strategies from the 2007-08 FSRP, which were successful and utilizing them in the 2008-09 plan. After the initial meeting, all members of the SLT were given a copy of the revised FSRP for 2008-09. The template was reviewed in terms of the new additions of a time line and a Description of Programs page. The ERTL discussed this new plan and emphasized the specificity that would be needed this year.

During the next two meetings, there was extensive discussion on the formulation of new goals. The SLT felt that the goals set for the 2007-08 plan were unattainable. They also disagreed with writing goals for 100% of the students. We discussed the amount of gain needed. The SLT was provided information and data including:

- "SMART" goal work sheet
- Process for Implementing Expected Progress
- FSRP Implementation, Monitoring, and Documentation Planning sheet
- School Report Cards for 2005, 2006, and 2007
- South Carolina Annual School Report Card Trends for Woodmont Middle School
- Growth Norms (RIT values) for Language Usage, Reading, and Mathematics
- Focused School Renewal Planning Sheet

(Evidence of use of the absolute calculator has been removed from the rationale to determine new percent of growth to meet expected progress. At the ERTL's process training on 8/13/2008, it was stated that the absolute calculator was not to be used by middle schools.)

Woodmont's Expected Progress was carefully reviewed. The SLT also reviewed MAP score gains based on average grade level gains and the possibility of developing goals around building average gains. We divided the SLT into groups, according to departments to begin development of goals.

The fourth meeting was extremely productive as it related to goal development and strategies designed to implement the goals. The SLT began to really develop as a team, build capacity, and worked steadily to develop very significant strategies. All of the remaining meetings were geared towards building effective strategies and indicators of implementation.

The SLT feels strongly that this plan is focused, has high expectations, and aligns curriculum, instruction, and assessment with state standards.

Rationale for the Reading Literacy Goal:

The Reading Literacy instructional goal is: Reading Literacy: By April 1, 2009, fifty percent (50%) of all students will show growth of at least three (3) points above their targeted growth in their RIT scores on the Reading portion of the MAP test from Fall 2008 to Spring 2009 administration.

Reading is an integral part of success in all content areas. The research (The Literacy Principal, David Booth and Jennifer Boswell) indicates that there are certain factors that impact literacy:

- Poor readers read less than their peers;
- Poor readers are constrained by a lack of vocabulary development and word knowledge; and
- Poor readers often experience reading in negative, passive and inefficient ways.

The rationale for the Reading Literacy instructional goal is based on the 2006-07 PACT data as indicated directly below and weighted heavily towards the 2007-08 MAP data.

In order to promote academic achievement in all content areas, we will focus on improvement in the reading level of all students. Combining of IB and standards based instruction will facilitate the seamless integration of IB. The disaggregation of the ELA Spring 2007 PACT data indicates a discrepancy in the reading and writing scores as follows:

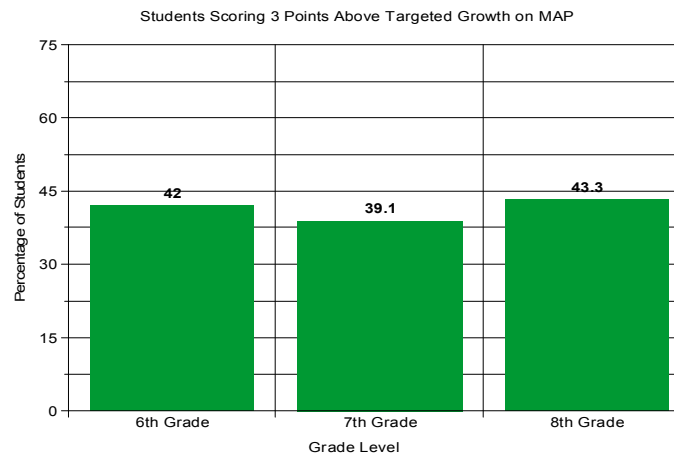
The Spring 2008 Reading MAP results show that 42.0% of our 6th grade students scored 3 or more points above their target growth. The 7th grade was slightly lower with 39.1% of the students scoring at least 3 points above their target growth. The 8th grade had 43.3% score 3 or more points above their targeted RIT growth, which was the highest percentage. As a school, 41.5 % of the student population scored at least 3 points above their targeted growth.

Further disaggregation of the data indicated that 28.8% of grade 6 moved a performance level, 20% of grade 7 moved a performance level, and 22.7% of grade 8 moved a performance level. We also noted the percentage of students who did not show growth and/or dropped one performance level. We feel that setting this school goal will move individual student performance and control for the number of students who do not show growth.

2006-2007 PACT Data

Grade Level	Reading – Percentage Basic and Above	Writing – Percentage Basic and Above
6 th	56.3	74.6
7 th	69.3	79.0
8 th	60.1	78.9

Spring 2008 MAP Data

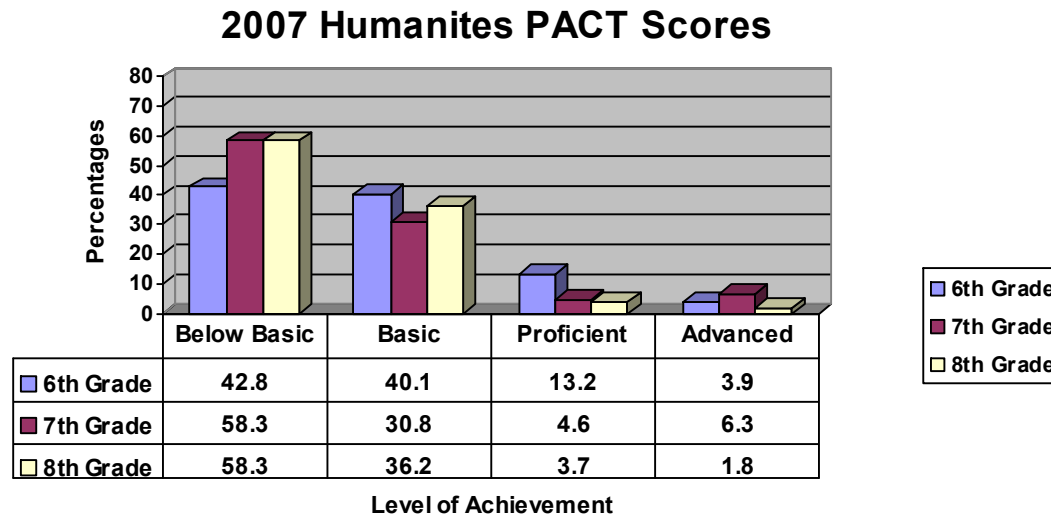


We realize that this is an ambitious goal, but in order to meet our Absolute Index Value and our Adequate Yearly Progress, we must increase performance level scores.

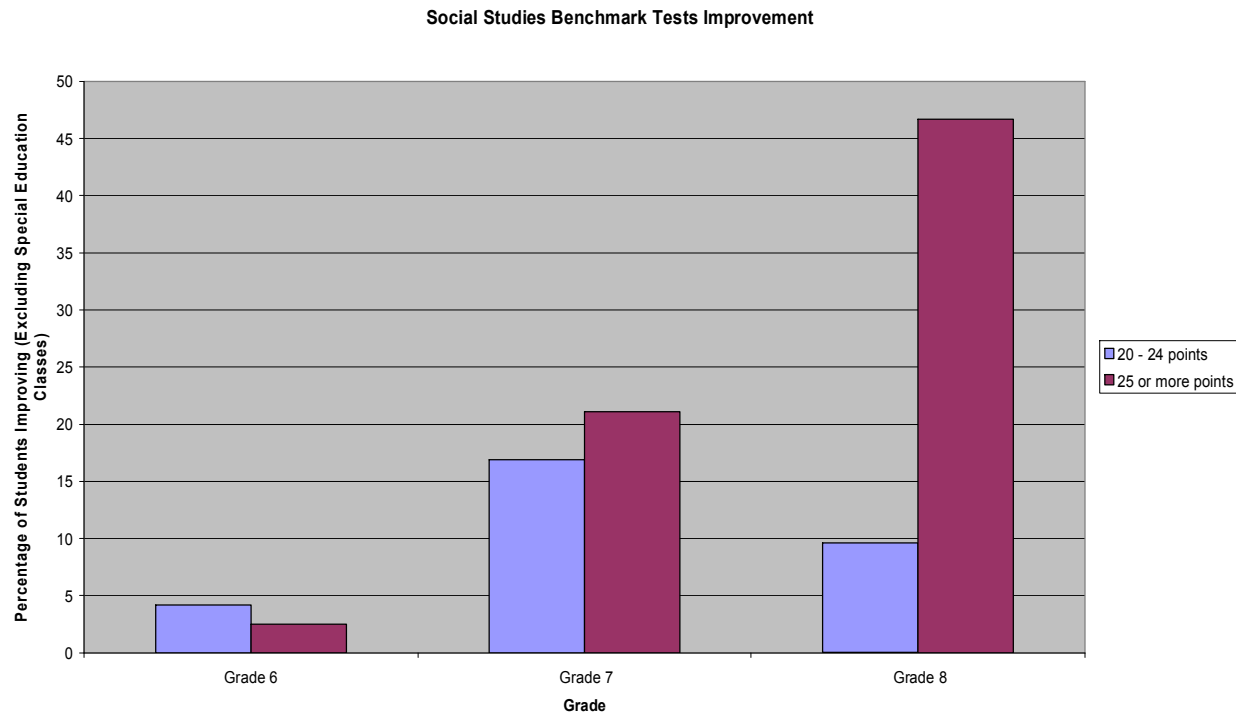
Rationale for the Humanities Goal:

The humanities Goal states: By April 1, 2009, 60% of students in grades 6,7, and 8 will achieve a score 70% when tested on a cumulative, standards-based Humanities Benchmark test created by the Instructional Team.

The rationale for the humanities goal was largely based on the Spring 2007 PACT data and the Spring 2008 Benchmark results in humanities. The Spring 2007 PACT data is listed in the following graph and data table.



The Spring 2008 humanities benchmark data is in the graphs that follow. Grade 6 results show that 4 % of students improved in the range of 20 – 24 points, while 2% of students had gains of 25 or more points. Grade 7 results show that 16.6% of students improved in the range of 20 – 24 points, while 20.2% of students had gains of 25 or more points. Grade 8 results show that 9.9% of students improved in the range of 20 – 24 points, while 46.5% of students had gains of 25 or more points. After seeing the large differences in grade 8 and the other two grade levels, administration met with eighth grade teachers to determine “best practices” in teaching the humanities content. Strategies used by the eighth grade teacher were recorded and will be used in our FSRP for 2008 -2009.



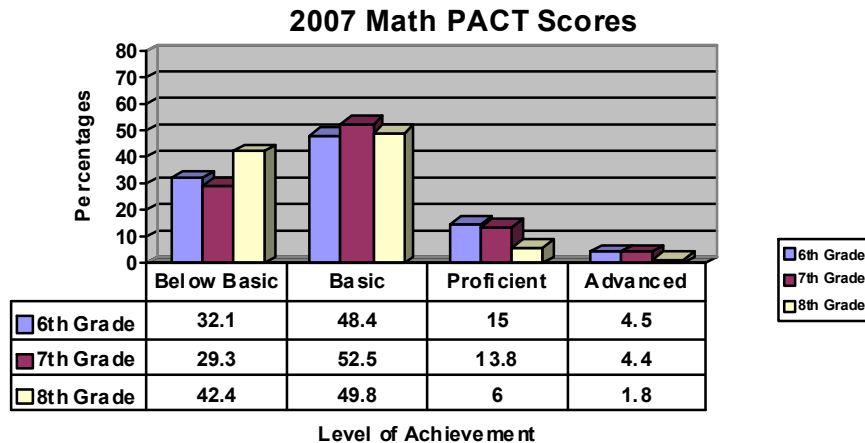
The School Leadership Team reviewed this year's data and investigated the need to have better standards-based benchmarks that will more accurately reflect student progress. They determined that a mean 25 point increase in benchmark scores was a challenging, yet attainable goal based on the data available.

Rationale for the Mathematics Goal:

The Mathematics goal states: By April 1, 2009, the mean building MAP mathematics RIT score for students in grades 6, 7, and 8 will increase at least six (6) points from fall MAP to spring MAP test administration.

The rationale for the Mathematics goal is based on the Spring 2008 MAP and PACT tests.

The Spring 2007 PACT data is shown below in the graph and data table.



The data below shows the Spring 2008 Mathematics MAP data both by grade level and school-wide. In the 6th grade, the mean Fall RIT score was 212.7. It went up 6.2 points to 218.9 in the Spring. In 7th grade, the mean Fall RIT score was 219.3. It went up 4.5 points to 223.8 in the Spring. In 8th grade, the mean Fall RIT score was 222.0. It went up 3.5 points to 225.5 in the Spring. The school-wide mean Fall RIT score was 218.0. It went up 4.7 points to 222.7 in the Spring.

Grade Level Spring 2008 Mathematics MAP Data			
Grade Level	Fall 2006 Mean RIT Score	Spring 2007 Mean RIT Score	Mean Growth
6 th	212.7	218.9	6.2
7 th	219.3	223.8	4.5
8 th	222.0	225.5	3.5

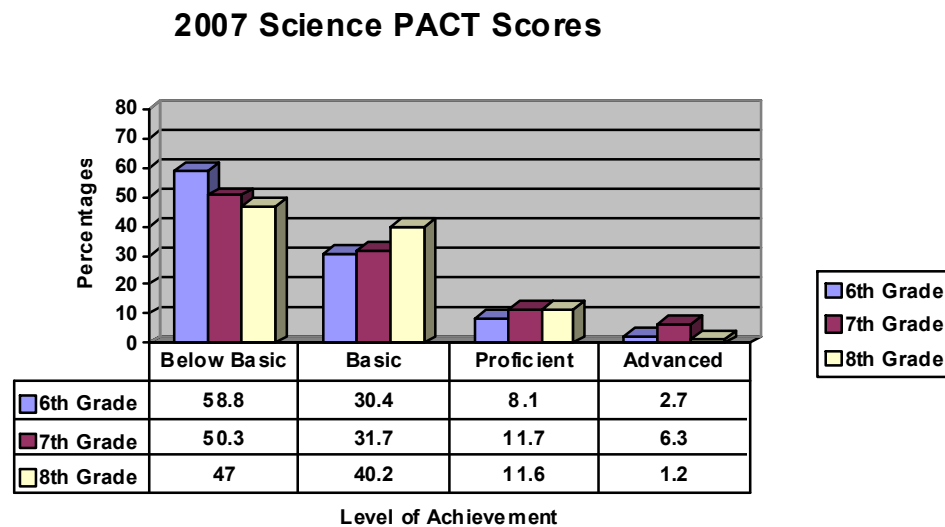
School-Wide Spring 2008 Mathematics MAP Data			
Grade Level	Fall 2006 Mean RIT Score	Spring 2007 Mean RIT Score	Mean Growth
All Grades	218.0	222.7	4.7

When determining our mathematics goal, the School Leadership Team considered the above data, as well as the normative data from NWEA on the Mathematics MAP test. According to the data from NWEA, the mean growth of a student in 6th grade is 7.2 RIT points, in the 7th grade, 6.0 RIT points, and in the 8th grade, 5.2 RIT points. After a review of both the school data and the normative data, the SLT decided that a mean gain of 6 RIT points would be appropriate. MAP tests are correlated to PACT, therefore improvement in MAP should correspond to improvement in PACT.

Rationale for the Science Goal:

The Science goal states: By April 1, 2009, 60% of students in grades 6,7, and 8 will achieve a score 70% when tested on a cumulative, standards-based Science Benchmark test created by the Instructional Team.

The rationale for the science goal was heavily based on the Spring 2007 PACT data below.



The School Leadership Team reviewed the most recent PACT data above that depicts a need to increase student achievement in science. There was discussion about whether to use a benchmark or the MAP test for the goal. It was decided that a well-chosen standards-based benchmark would be better suited to use for our goal. While Science teachers have historically given a pretest benchmark at the beginning of the year and a posttest in the Spring, there has not been consistency in the test used across the building at each level. The School Leadership Team felt that a consistent standards-based benchmark at each level was needed. Because determination of the goal's success must occur by March 2009, the Team determined that a mean 25 point increase would be an appropriate goal for the subject.

In closing, the SLT feels that the growth in test scores from 2007-08 school year has made a significant impact on the development of strategies for our 2008-2009 FSRP. We feel that the goals are more attainable, the strategies more "results" oriented and the indicators more specific and data driven.

The chart below shows Woodmont Middle School's student performance on PACT from Spring 2005 through Spring 2007.

WMS ELA PACT Performance

Grade	Below Basic				Basic				Proficient				Advanced		
	2005	2006	2007		2005	2006	2007		2005	2006	2007		2005	2006	2007
6	46.7	42.4	41.5		43.8	42.7	40.8		7.5	13.7	14.4		2.1	1.1	3.2
7	37.0	44.2	28.8		54.2	44.6	52.4		8.8	10.1	17.6		0.0	1.1	1.1
8	31.6	39.9	31.2		51.8	47.3	55.6		15.8	12.2	11.8		0.8	0.7	1.4

WMS Math PACT Performance

Grade	Below Basic				Basic				Proficient				Advanced		
	2005	2006	2007		2005	2006	2007		2005	2006	2007		2005	2006	2007
6	37.3	41.2	32.1		41.5	43.0	48.4		15.8	10.4	15.0		5.4	5.4	4.5
7	31.9	35.6	29.3		48.7	49.1	52.5		14.1	10.7	13.8		5.3	4.6	4.4
8	51.2	40.7	42.4		39.4	47.8	49.8		7.9	9.1	6.0		1.6	2.4	1.8

WMS Science PACT Performance

Grade	Below Basic				Basic				Proficient				Advanced		
	2005	2006	2007		2005	2006	2007		2005	2006	2007		2005	2006	2007
6	59.9	63.4	58.8		28.1	27.9	30.4		7.3	5.9	8.1		4.7	2.8	2.7
7	43.0	61.5	50.3		36.9	25.0	31.7		11.8	8.2	11.7		8.4	5.3	6.3
8	42.9	45.9	47.0		39.5	37.7	40.2		9.0	8.9	11.6		8.6	7.5	1.2

WMS Humanities PACT Performance

Grade	Below Basic				Basic				Proficient				Advanced		
	2005	2006	2007		2005	2006	2007		2005	2006	2007		2005	2006	2007
6	45.8	47.1	42.8		37.0	43.6	40.1		11.0	7.3	13.2		6.2	2.1	3.9
7	48.7	63.8	58.3		35.6	28.6	30.8		8.4	2.6	4.6		7.3	4.9	6.3
8	36.5	43.4	58.3		49.4	44.7	36.2		10.6	8.6	3.7		3.4	3.3	1.8

Rationale for Changes in FSRP

The ERTL indicated that the use of the absolute value calculator was no longer required. Since the deadline has been extended until April 1, 2009, Spring MAP data will be available.

The following strategies/activities were eliminated because of budget cuts:

1. IB Training at Level 2 and Level 3 for a select cohort of staff members. IB Level 2 training is integration in lesson planning and IB Level 3 training is assessment.
2. "Approaches to Learning" including test taking strategies will be taught to students weekly through an extended homeroom period.
3. Classroom libraries.
4. Use of Reading and Math Literacy Teacher to target a selected group of students.
5. Provide training in Content Area Reading for all teachers.

IB and standards-based instructional activities were combined to facilitate the seamless integration of IB criteria. Activities that will be part of the collaborative grade level, subject specific professional learning communities were grouped together.

The goals for Science and Humanities were changed to reflect the use of quarterly benchmark tests and a cumulative benchmark test rather than one pre/posttest since these areas are content specific.

School Timeline

(*D indicates District Strategy)

July		
Strategy	Date Implemented	Record of Implementation
Staff Development in Learning Focused *D		
Provide IB Training for School Staff		
August		
Strategy	Date Implemented	Record of Implementation
Inservice on the IB Learner Profile.		
Provide Learning Focused training for all teachers.		
Teachers will plan collaboratively on a weekly basis. Core content teachers will meet weekly by grade level with an Instructional Staff facilitator to develop pacing guides, benchmark tests, course outlines, curriculum maps, IB Units of Inquiry, and to plan intentional, standards-based lessons.		
Develop data team as a sub-committee of the school leadership team to aggregate and disaggregate test and descriptive data including MAP and PACT data.		
All math teachers will constantly review the standards through the use of bell ringers.		
Math teachers will attend the District sponsored GRASP training sessions.		
Science teachers will use review and reinforcement activities daily such as Science Starters and essential facts.		
September		
Strategy	Date Implemented	Record of Implementation
IB Training for all staff members that includes the use of IB assessment criteria and rubrics, the Learner Profile, and the Areas of Interaction.		
Continue the Drop Everything and Read (DEAR) program.		
Media Specialist will provide training regarding Lexile scores.		
Media Specialist will develop and orientation session for all 6 th graders.		
Humanities teachers will use a daily bell ringer activity.		
Teachers will plan collaboratively on a weekly basis. Core content teachers will meet weekly by grade level with an Instructional Staff facilitator to develop pacing guides, benchmark tests, course outlines, curriculum maps, IB Units of Inquiry, and to plan intentional, standards-based lessons.		
Data Team will present PACT information to the faculty and provide training for the		

teachers about their current students' scores.		
All math teachers will constantly review the standards through the use of bell ringers.		
Math teachers will attend the District sponsored GRASP training sessions.		
Science teachers will use review and reinforcement activities daily such as Science Starters and essential facts.		
Training for Instructional Coach on effective use of assessment *D		
Analysis of MAP tests		
Support sessions on analyzing data using Ease-E *D		
MAP testing fall window is September 2- September 30		
October		
Strategy	Date Implemented	Record of Implementation
Students will set personal achievement goals based on Fall MAP Reading and Mathematics scores in Language A (ELA) and Mathematics class.		
Core content teachers will create and maintain word walls and use them to enhance instruction.		
After School Academy – Before and after school instruction in ELA, Math, Science, and Humanities		
Provide Learning Focused training for all teachers.		
Teachers will plan collaboratively on a weekly basis. Core content teachers will meet weekly by grade level with an Instructional Staff facilitator to develop pacing guides, benchmark tests, course outlines, curriculum maps, IB Units of Inquiry, and to plan intentional, standards-based lessons.		
Data team as a sub-committee of the school leadership team will analyze MAP data		
All math teachers will constantly review the standards through the use of bell ringers.		
Math teachers will attend the District sponsored GRASP training sessions.		
Science teachers will use review and reinforcement activities daily such as Science Starters and essential facts.		
IB Training for all staff members that includes the use of IB assessment criteria and rubrics, the Learner Profile, and the Areas of Interaction.		
Continue the Drop Everything and Read (DEAR) program and provide additional structure and training on best practices for SSR.		
Humanities teachers will use a daily bell ringer activity.		
Support sessions for school staff on data interpretation (PACT and MAP)		
Quarterly Benchmark testing		
Conduct analysis of benchmark tests.		

November		
Strategy	Date Implemented	Record of Implementation
Provide Learning Focused training for all teachers.		
Teachers will plan collaboratively on a weekly basis. Core content teachers will meet weekly by grade level with an Instructional Staff facilitator to develop pacing guides, benchmark tests, course outlines, curriculum maps, IB Units of Inquiry, and to plan intentional, standards-based lessons.		
Develop data team as a sub-committee of the school leadership team to aggregate and disaggregate test and descriptive data including MAP and PACT data.		
All math teachers will constantly review the standards through the use of bell ringers.		
Math teachers will attend the District sponsored GRASP training sessions.		
Science teachers will use review and reinforcement activities daily such as Science Starters and essential facts.		
IB Training for all staff members that includes the use of IB assessment criteria and rubrics, the Learner Profile, and the Areas of Interaction.		
Continue the Drop Everything and Read (DEAR) program and provide additional structure and training on best practices for SSR.		
Humanities teachers will use a daily bell ringer activity.		
Core content teachers will create and maintain word walls and use them to enhance instruction.		
After School Academy – Before and after school instruction in ELA, Math, Science, and Humanities		
December		
Strategy	Date Implemented	Record of Implementation
Provide Learning Focused training for all teachers.		
Teachers will plan collaboratively on a weekly basis. Core content teachers will meet weekly by grade level with an Instructional Staff facilitator to develop pacing guides, benchmark tests, course outlines, curriculum maps, IB Units of Inquiry, and to plan intentional, standards-based lessons.		
Develop data team as a sub-committee of the school leadership team to aggregate and disaggregate test and descriptive data including MAP and PACT data.		
All math teachers will constantly review the standards through the use of bell ringers.		
Math teachers will attend the District sponsored GRASP training sessions.		
Science teachers will use review and reinforcement activities daily such as Science Starters and essential facts.		
IB Training for all staff members that includes the use of IB assessment criteria and		

rubrics, the Learner Profile, and the Areas of Interaction.		
Continue the Drop Everything and Read (DEAR) program and provide additional structure and training on best practices for SSR.		
Humanities teachers will use a daily bell ringer activity.		
Core content teachers will create and maintain word walls and use them to enhance instruction.		
After School Academy – Before and after school instruction in ELA, Math, Science, and Humanities		
January		
Strategy	Date Implemented	Record of Implementation
Teachers will plan collaboratively on a weekly basis. Core content teachers will meet weekly by grade level with an Instructional Staff facilitator to develop pacing guides, benchmark tests, course outlines, curriculum maps, IB Units of Inquiry, and to plan intentional, standards-based lessons.		
Develop data team as a sub-committee of the school leadership team to aggregate and disaggregate test and descriptive data including MAP and PACT data.		
All math teachers will constantly review the standards through the use of bell ringers.		
Math teachers will attend the District sponsored GRASP training sessions.		
Science teachers will use review and reinforcement activities daily such as Science Starters and essential facts.		
IB Training for all staff members that includes the use of IB assessment criteria and rubrics, the Learner Profile, and the Areas of Interaction.		
Continue the Drop Everything and Read (DEAR) program and provide additional structure and training on best practices for SSR.		
Humanities teachers will use a daily bell ringer activity.		
Core content teachers will create and maintain word walls and use them to enhance instruction.		
After School Academy – Before and after school instruction in ELA, Math, Science, and Humanities		
Quarterly Benchmark testing		
Analysis of Benchmark Tests		
February		
Strategy	Date Implemented	Record of Implementation
Teachers will plan collaboratively on a weekly basis. Core content teachers will meet weekly by grade level with an Instructional Staff facilitator to develop pacing guides, benchmark tests, course outlines, curriculum maps, IB Units of Inquiry, and		

to plan intentional, standards-based lessons.		
Develop data team as a sub-committee of the school leadership team to aggregate and disaggregate test and descriptive data including MAP and PACT data.		
All math teachers will constantly review the standards through the use of bell ringers.		
Math teachers will attend the District sponsored GRASP training sessions.		
Science teachers will use review and reinforcement activities daily such as Science Starters and essential facts.		
IB Training for all staff members that includes the use of IB assessment criteria and rubrics, the Learner Profile, and the Areas of Interaction.		
Continue the Drop Everything and Read (DEAR) program and provide additional structure and training on best practices for SSR.		
Humanities teachers will use a daily bell ringer activity.		
Core content teachers will create and maintain word walls and use them to enhance instruction.		
After School Academy – Before and after school instruction in ELA, Math, Science, and Humanities		
ITBS Testing—Grades 6 and 8		
March		
Strategy	Date Implemented	Record of Implementation
Teachers will plan collaboratively on a weekly basis. Core content teachers will meet weekly by grade level with an Instructional Staff facilitator to develop pacing guides, benchmark tests, course outlines, curriculum maps, IB Units of Inquiry, and to plan intentional, standards-based lessons.		
Develop data team as a sub-committee of the school leadership team to aggregate and disaggregate test and descriptive data including MAP and PACT data.		
All math teachers will constantly review the standards through the use of bell ringers.		
Math teachers will attend the District sponsored GRASP training sessions.		
Science teachers will use review and reinforcement activities daily such as Science Starters and essential facts.		
IB Training for all staff members that includes the use of IB assessment criteria and rubrics, the Learner Profile, and the Areas of Interaction.		
Continue the Drop Everything and Read (DEAR) program and provide additional structure and training on best practices for SSR.		
Humanities teachers will use a daily bell ringer activity.		
Core content teachers will create and maintain word walls and use them to enhance instruction.		
After School Academy – Before and after school instruction in ELA, Math, Science, and Humanities		
MAP testing spring window is March 9- April 3		

State standardized testing in writing- March 10		
Quarterly Benchmark testing		
Analysis of Benchmark Tests		
April		
Strategy	Date Implemented	Record of Implementation
Teachers will plan collaboratively on a weekly basis. Core content teachers will meet weekly by grade level with an Instructional Staff facilitator to develop pacing guides, benchmark tests, course outlines, curriculum maps, IB Units of Inquiry, and to plan intentional, standards-based lessons.		
Develop data team as a sub-committee of the school leadership team to aggregate and disaggregate test and descriptive data including MAP and PACT data.		
All math teachers will constantly review the standards through the use of bell ringers.		
Math teachers will attend the District sponsored GRASP training sessions.		
Science teachers will use review and reinforcement activities daily such as Science Starters and essential facts.		
IB Training for all staff members that includes the use of IB assessment criteria and rubrics, the Learner Profile, and the Areas of Interaction.		
Continue the Drop Everything and Read (DEAR) program and provide additional structure and training on best practices for SSR.		
Humanities teachers will use a daily bell ringer activity.		
Core content teachers will create and maintain word walls and use them to enhance instruction.		
After School Academy – Before and after school instruction in ELA, Math, Science, and Humanities		
May		
Strategy	Date Implemented	Record of Implementation
Teachers will plan collaboratively on a weekly basis. Core content teachers will meet weekly by grade level with an Instructional Staff facilitator to develop pacing guides, benchmark tests, course outlines, curriculum maps, IB Units of Inquiry, and to plan intentional, standards-based lessons.		
Develop data team as a sub-committee of the school leadership team to aggregate and disaggregate test and descriptive data including MAP and PACT data.		
All math teachers will constantly review the standards through the use of bell ringers.		
Math teachers will attend the District sponsored GRASP training sessions.		
Science teachers will use review and reinforcement activities daily such as Science Starters and essential facts.		

IB Training for all staff members that includes the use of IB assessment criteria and rubrics, the Learner Profile, and the Areas of Interaction.		
Continue the Drop Everything and Read (DEAR) program and provide additional structure and training on best practices for SSR.		
Humanities teachers will use a daily bell ringer activity.		
Core content teachers will create and maintain word walls and use them to enhance instruction.		
State Standardized Testing		

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1:

Reading Literacy: By April 1, 2009, fifty percent (50%) of all students will show growth of at least three (3) points above their targeted growth in their RIT scores on the Reading portion of the MAP test from Fall 2008 to Spring 2009 administration.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
IB Training for all staff members that includes the use of IB assessment criteria and rubrics, the Learner Profile, and the Areas of Interaction.	IB Coordinator	September 2008	<p>The IB training will provide ELA teachers with the skills and knowledge to develop and deliver instruction that promotes higher order thinking and fosters relevance which provide rigor that is needed to increase student achievement.</p> <p>Rosters of attendance, agendas, training materials, lesson plans, and classroom observations which reflect the use of IB concepts will be used as documentation of implementation. Assistance will be provided by the IB Coordinator to address concerns. Carol Ann Blackmon, IB Coordinator will be responsible for the documentation.</p>
Provide Learning Focused training for all teachers.	Instructional Specialist and District Learning Focused Trainer Debbie Barron	August 2008	<p>Learning Focused training is a research-based program shown to help teachers deliver instruction in a more organized fashion. This will help increase student reading scores.</p> <p>Rosters of teacher attendance at Learning Focused training conducted by Debbie Barron will be maintained by Beth Carlson. Lesson plans validating the use of Learning Focused will be maintained by the Instructional Team. Classroom observations records validating the use of Learning Focused strategies will be maintained by Jason Warren, Beth Carlson, Vicky Toney, Carol Ann Blackmon, and Judy Davis. Feedback and assistance will be provided to address concerns.</p>

Teachers will plan collaboratively on a weekly basis. ELA teachers will meet weekly by grade level with an Instructional Staff facilitator to develop pacing guides, benchmark tests, course outlines, curriculum maps, IB Units of Inquiry, and to plan intentional, standards-based lessons.	ELA Teachers, ELA Instructional Support Person	August 2008	<p>Use of pacing guides will ensure that all standards are taught prior to testing. Joint planning fosters better lesson plans and instructional delivery. Benchmark tests provide data regarding students' strengths and weaknesses. They provide data about the need to re-teach while fostering student growth. The use of Professional Learning Teams is a widely accepted and validated practice to improve student achievement.</p> <p>Carol Ann Blackmon, the IB Coordinator, will be the ELA instructional facilitator. Records of attendance, minutes and agendas for meetings will be used for documentation. In addition the following completed items will be used as documentation:</p> <ul style="list-style-type: none"> • Pacing Guides • Curriculum Maps • Benchmark Tests • Unit Plans • Common Assessments • Standards-based lesson plans <p>The documentation will be maintained by the Instructional Specialist and the ELA Facilitator, Judy Davis and Carol Ann Blackmon.</p>
Students will set personal achievement goals based on Fall MAP Reading scores in Language A (ELA) class.	Language A (ELA) Teachers Administrative and Instructional Staff	October 2008	<p>Having the students review their fall MAP scores and set goals will help motivate students to score higher on the Spring MAP test. Having students share responsibility for their learning is part of the IB model and fosters higher achievement.</p> <p>The students will record their goals in their agendas. The ELA teachers will maintain the MAP and goal documentation. Beth Carlson, Instructional Coach, will maintain the MAP data documentation.</p>
ELA teachers will create and maintain word walls and use them to enhance instruction.	ELA Teachers Administrative and Instructional Staff	October 2008	<p>Word walls provide visuals that help students expand their vocabularies and learn the terminology of the standards. To increase student achievement, students must understand the language/terms used in the standards.</p> <p>Documented, direct classroom observation by the Administrative and Instructional Support Teams will be used as evidence of documentation. The ELA facilitator will provide assistance to any teacher having problems. Team observations will be maintained by Judy Davis, Instructional Specialist and Administrative observations will be maintained by Mr. Warren, Assistant Principal.</p>

Continue the Drop Everything and Read (DEAR) program and provide additional structure and training on best practices for SSR.	ELA Teachers, Media Specialist, and Administrative and Instructional Staff	September 2008	<p>Providing students with time to read self-selected materials and conference about their reading increases fluency, comprehension, and vocabulary.</p> <p>Homeroom teachers will maintain student logs/response records about their reading. Teachers will also maintain logs of student conferences.</p> <p>The Instructional Team will maintain documentation regarding training for teachers on best practices for reading. The Administrative and Instructional staff will maintain records of observations during DEAR.</p>
After School Academy – Before and after school instruction in ELA via a computer assisted program will be provided. In addition homework assistance will be offered 3 days per week for an hour and a half as well as 7:30-8:00 a.m.	Director of After School Academy and teachers	October 2008	<p>Extended learning time is a proven strategy to increase student achievement, weaknesses identified from MAP and benchmark tests will be addressed in the After School Program.</p> <p>The After School Coordinator will be responsible for maintaining the documentation which will include:</p> <ul style="list-style-type: none"> • rosters of attendance • scores on ELA from Compass Learning software • Benchmark scores for attendees
The Media Center will promote literacy by sponsoring reading activities, providing Lexile training to teachers and students, working with teachers during PLC's, and facilitating a Media Advisory Committee.	Media Specialist	September 2008	<p>The Media Center is a vital part of any literacy improvement. Students need to learn how to access the resources provided in the Media Center.</p> <p>The Media Specialist will maintain agendas and minutes of the Advisory Committee Meetings and a record of collaboration with other teachers. The Media Specialist will provide the Principal with a report of all Media Center activities.</p>
Develop data team as a sub-committee of the school leadership team to aggregate and disaggregate test and descriptive data including MAP and PACT data.	Principal	August 2008	<p>Analyzing data by demographic groups helps identify areas of strengths and weaknesses. The analysis provides information for instructional adjustments and program evaluation. To raise student literacy achievement, a thorough knowledge of the data is necessary.</p> <p>The Principal, Instructional Coach, and Instructional Specialist will maintain documentation that includes:</p> <ul style="list-style-type: none"> • Staff development activities • Reports of data analysis • Documented meetings with individuals, teams, and subject area teams to discuss the data.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 2:

By April 1, 2009, the mean building MAP mathematics RIT score for students in grades 6,7,and 8 will increase at least six (6) points from fall 2008 MAP to spring 2009 MAP test administration.

(MAP tests are correlated to PACT, therefore improvement in MAP should correspond to improvement in PACT.)

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
IB Training for all staff members that includes the use of IB assessment criteria and rubrics, the Learner Profile, and the Areas of Interaction.	IB Coordinator	September 2008	<p>The IB training will provide Math teachers with the skills and knowledge to develop and deliver instruction that promotes higher order thinking and fosters relevance which provide rigor that is needed to increase student achievement.</p> <p>Rosters of attendance, agendas, training materials, lesson plans, and classroom observations which reflect the use of IB concepts will be used as documentation of implementation. Assistance will be provided by the IB Coordinator to address concerns. Carol Ann Blackmon, IB Coordinator will be responsible for the documentation.</p>
Provide Learning Focused training for all teachers.	Instructional Specialist and District Learning Focused Trainer Debbie Barron	August 2008	<p>Learning Focused training is a research-based program shown to help teachers deliver instruction in a more organized fashion. This will help increase student math scores.</p> <p>Rosters of teacher attendance at Learning Focused training conducted by Debbie Barron will be maintained by Beth Carlson. Lesson plans validating the use of Learning Focused will be maintained by the Instructional Team. Classroom observations records validating the use of Learning Focused strategies will be maintained by Jason Warren, Beth Carlson, Vicky Toney, Carol Ann Blackmon, and Judy Davis. Feedback and assistance will be provided to address concerns.</p>

Teachers will plan collaboratively on a weekly basis. Math teachers will meet weekly by grade level with an Instructional Staff facilitator to develop pacing guides, benchmark tests, course outlines, curriculum maps, IB Units of Inquiry, and to plan intentional, standards-based lessons.	Math Teachers, Math District Instruction Facilitator, IB Coordinator	August 2008	<p>Use of pacing guides will ensure that all standards are taught prior to testing. Joint planning fosters better lesson plans and instructional delivery. Benchmark tests provide data regarding students' strengths and weaknesses. They provide data about the need to re-teach while fostering student growth. The use of Professional Learning Teams is a widely accepted and validated practice to improve student achievement.</p> <p>Vicky Toney, the District Instruction Facilitator, will be the Math instructional facilitator. Records of attendance, minutes and agendas for meetings will be used for documentation. In addition the following completed items will be used as documentation:</p> <ul style="list-style-type: none"> • Pacing Guides • Curriculum Maps • Benchmark Tests • Unit Plans • Common Assessments • Standards-based lesson plans <p>The documentation will be maintained by the Instructional Specialist and the Math Facilitator, Judy Davis and Vicky Toney.</p>
Math teachers will create and maintain word walls and use them to enhance instruction.	Math Teachers Administrative and Instructional Staff	October 2008	<p>Use of the same standards-based terminology by all math teachers will reinforce the correct terminology for students. Familiarity with the math terminology will help students improve.</p> <p>Classroom observation by the administration and the DIF will be used to validate that all math teachers use word walls. The Math facilitator will provide assistance to any teacher having problems. Dr. Vicky Toney, DIF, will maintain the documentation.</p>
Develop data team as a sub-committee of the school leadership team to aggregate and disaggregate test and descriptive data including MAP and PACT data.	Principal	August 2008	<p>Analyzing data by demographic groups helps identify areas of strengths and weaknesses. The analysis provides information for instructional adjustments and program evaluation. To raise student math achievement, a thorough knowledge of the data is necessary.</p> <p>The Principal, Instructional Coach, and Instructional Specialist will maintain documentation that includes:</p> <ul style="list-style-type: none"> • Staff development activities • Reports of data analysis • Documented meetings with individuals, teams, and subject area teams to discuss the data.

Students will set personal achievement goals based on Fall MAP Mathematics scores in Math class.	Math Teachers Administrative and Instructional Staff	October 2008	<p>Having the students review their fall MAP scores and set goals will help motivate students to score higher on the Spring MAP test. Having students share responsibility for their learning is part of the IB model and fosters higher achievement.</p> <p>The students will record their goals in their agendas. The Math teachers will maintain the MAP and goal documentation. Beth Carlson, Instructional Coach, will maintain the MAP data documentation.</p>
All math teachers will constantly review the standards through the use of bell ringers.	Math Teachers, Math DIF	August 2008	<p>The constant spiraling by reviewing math skills will increase student math achievement.</p> <p>Math quizzes and observations will be used to check for implementation. Dr. Toney, DIF, will be responsible for maintaining the documentation. She will provide feedback and assistance.</p>
After School Academy – Before and after school instruction in Math via a computer assisted program will be provided. In addition homework assistance will be offered 3 days per week for an hour and a half as well as 7:30-8:00 a.m.	Director of After School Academy and teachers	October 2008	<p>Extended learning time is a process strategy to increase student achievement, weaknesses identified from MAP and benchmark tests will be addressed in the After School Program.</p> <p>The After School Coordinator will be responsible for maintaining the documentation which will include:</p> <ul style="list-style-type: none"> • rosters of attendance • scores on Math from Compass Learning software • Benchmark scores for attendees
Math teachers will attend the District sponsored GRASP training sessions.	Rita Bixler, District Consultant and Vicky Toney, Math DIF	August 2008	<p>The workshops provide teachers with content knowledge and best practices including the use of manipulatives for teaching the standards. Improved instruction is a key to improved student achievement.</p> <p>Records of attendance, lesson plans indicating the new strategies, and classroom observations including learned techniques will be maintained by Vicky Toney, Math DIF.</p>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3:

By April 1, 2009, 60% of students in grades 6, 7, and 8 will achieve a score 70% when tested on a cumulative, standards-based Humanities Benchmark test created by the Instructional Team.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
IB Training for all staff members that includes the use of IB assessment criteria and rubrics, the Learner Profile, and the Areas of Interaction.	IB Coordinator	September 2008	<p>The IB training will provide Humanities teachers with the skills and knowledge to develop and deliver instruction that promotes higher order thinking and fosters relevance which provide rigor that is needed to increase student achievement.</p> <p>Rosters of attendance, agendas, training materials, lesson plans, and classroom observations which reflect the use of IB concepts will be used as documentation of implementation. Assistance will be provided by the IB Coordinator to address concerns. Carol Ann Blackmon, IB Coordinator will be responsible for the documentation.</p>
Provide Learning Focused training for all teachers.	Instructional Specialist and District Learning Focused Trainer Debbie Barron	August 2008	<p>Learning Focused training is a research-based program shown to help teachers deliver instruction in a more organized fashion. This will help increase student Humanities scores.</p> <p>Rosters of teacher attendance at Learning Focused training conducted by Debbie Barron will be maintained by Beth Carlson. Lesson plans validating the use of Learning Focused will be maintained by the Instructional Team. Classroom observations records validating the use of Learning Focused strategies will be maintained by Jason Warren, Beth Carlson, Vicky Toney, Carol Ann Blackmon, and Judy Davis. Feedback and assistance will be provided to address concerns.</p>

Teachers will plan collaboratively on a weekly basis. Humanities teachers will meet weekly by grade level with an Instructional Staff facilitator to develop pacing guides, benchmark tests, course outlines, curriculum maps, IB Units of Inquiry, and to plan intentional, standards-based lessons.	Humanities Teachers, Humanities Instructional Support Person	August 2008	<p>Use of pacing guides will ensure that all standards are taught prior to testing. Joint planning fosters better lesson plans and instructional delivery. Benchmark tests provide data regarding students' strengths and weaknesses. They provide data about the need to re-teach while fostering student growth. The use of Professional Learning Teams is a widely accepted and validated practice to improve student achievement.</p> <p>Beth Carlson, the Instructional Coach, will be the Humanities instructional facilitator. Records of attendance, minutes and agendas for meetings will be used for documentation. In addition the following completed items will be used as documentation:</p> <ul style="list-style-type: none"> • Pacing Guides • Curriculum Maps • Benchmark Tests • Unit Plans • Common Assessments • Standards-based lesson plans <p>The documentation will be maintained by the Instructional Specialist and the Humanities Facilitator, Judy Davis and Beth Carlson.</p>
Classroom teachers will create and maintain word walls that reflect Humanities standards.	Humanities Teachers Administrative and Instructional Support Team	October 2008	<p>Visuals displaying key terms help students learn and retain information.</p> <p>Classroom observations by Administration and the Instructional Coach will be used to validate that all Humanities teachers use word walls. The Humanities facilitator will provide assistance to any teacher having problems. Beth Carlson will maintain documentation.</p>
Develop data team as a sub-committee of the school leadership team to aggregate and disaggregate test and descriptive data including MAP and PACT data.	Principal	August 2008	<p>Analyzing data by demographic groups helps identify areas of strengths and weaknesses. The analysis provides information for instructional adjustments and program evaluation. To raise student literacy achievement, a thorough knowledge of the data is necessary.</p> <p>The Principal, Instructional Coach, and Instructional Specialist will maintain documentation that includes:</p> <ul style="list-style-type: none"> • Staff development activities • Reports of data analysis • Documented meetings with individuals, teams, and subject area teams to discuss the data.

Humanities teachers will use a daily bell ringer activity.	Humanities teachers Administrative and Instructional Support Team	September 2008	<p>Constant review increases student achievement.</p> <p>Lesson plans and classroom observations will be used to check for implementation. Beth Carlson, IC, will maintain the documentation. She will provide feedback and assistance.</p>
After School Academy – Before and after school assistance in Humanities	Director of After School Academy and teachers	October 2008	<p>Extended learning time is a proven strategy for increasing student achievement. Weaknesses identified from the benchmark tests will be addressed in the after school program.</p> <p>The After-school Coordinator will be responsible for maintaining the documentation which will include:</p> <ul style="list-style-type: none"> • Rosters of attendance • Lesson Plans • Student work

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 4:

By April 1, 2009, 60% of students in grades 6, 7, and 8 will achieve a score 70% when tested on a cumulative, standards-based Science Benchmark test created by the Instructional Team.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
IB Training for all staff members that includes the use of IB assessment criteria and rubrics, the Learner Profile, and the Areas of Interaction.	IB Coordinator	September 2008	<p>The IB training will provide Science teachers with the skills and knowledge to develop and deliver instruction that promotes higher order thinking and fosters relevance which provide rigor that is needed to increase student achievement.</p> <p>Rosters of attendance, agendas, training materials, lesson plans, and classroom observations which reflect the use of IB concepts will be used as documentation of implementation. Assistance will be provided by the IB Coordinator to address concerns. Carol Ann Blackmon, IB Coordinator will be responsible for the documentation.</p>
Provide Learning Focused training for all teachers.	Instructional Specialist and District Learning Focused Trainer Debbie Barron	August 2008	<p>Learning Focused training is a research-based program shown to help teachers deliver instruction in a more organized fashion. This will help increase student science scores.</p> <p>Rosters of teacher attendance at Learning Focused training conducted by Debbie Barron will be maintained by Beth Carlson. Lesson plans validating the use of Learning Focused will be maintained by the Instructional Team. Classroom observations records validating the use of Learning Focused strategies will be maintained by Jason Warren, Beth Carlson, Vicky Toney, Carol Ann Blackmon, and Judy Davis. Feedback and assistance will be provided to address concerns.</p>

Teachers will plan collaboratively on a weekly basis. Science teachers will meet weekly by grade level with an Instructional Staff facilitator to develop pacing guides, benchmark tests, course outlines, curriculum maps, IB Units of Inquiry, and to plan intentional, standards-based lessons.	Science Teachers, District Instruction Facilitator, IB Coordinator	August 2008	<p>Use of pacing guides will ensure that all standards are taught prior to testing. Joint planning fosters better lesson plans and instructional delivery. Benchmark tests provide data regarding students' strengths and weaknesses. They provide data about the need to re-teach while fostering student growth. The use of Professional Learning Teams is a widely accepted and validated practice to improve student achievement.</p> <p>Vicky Toney, the District Instruction Facilitator, will be the Science instructional facilitator. Records of attendance, minutes and agendas for meetings will be used for documentation. In addition the following completed items will be used as documentation:</p> <ul style="list-style-type: none"> • Pacing Guides • Curriculum Maps • Benchmark Tests • Unit Plans • Common Assessments • Standards-based lesson plans <p>The documentation will be maintained by the Instructional Specialist and the Science Facilitator, Judy Davis and Vicky Toney.</p>
Classroom teachers will create and maintain word walls that reflect the terminology of the science standards.	Science Teachers Administrative and Instructional Support Team	October 2008	<p>Visuals displaying key terms help students learn and retain information.</p> <p>Classroom observations by Administration and the District Instruction Facilitator will be used to validate that all Science teachers use word walls. The Science facilitator will provide assistance to any teacher having problems. Vicky Toney will maintain documentation.</p>
Develop data team as a sub-committee of the school leadership team to aggregate and disaggregate test and descriptive data including MAP and PACT data.	Principal	August 2008	<p>Analyzing data by demographic groups helps identify areas of strengths and weaknesses. The analysis provides information for instructional adjustments and program evaluation. To raise student literacy achievement, a thorough knowledge of the data is necessary.</p> <p>The Principal, Instructional Coach, and Instructional Specialist will maintain documentation that includes:</p> <ul style="list-style-type: none"> • Staff development activities • Reports of data analysis • Documented meetings with individuals, teams, and subject area teams to discuss the data.

Science teachers will use review and reinforcement activities daily such as Science Starters and essential facts.	Science teachers Administrative and Instructional Support Team*	August 2008	<p>Constant review increases student achievement.</p> <p>Lesson plans and classroom observations will be used to check for implementation. Vicky Toney, DIF, will maintain the documentation. She will provide feedback and assistance.</p>
After School Academy – Before and after school assistance in Science	Director of After School Academy and teachers	October 2008	<p>Extended learning time is a proven strategy for increasing student achievement. Weaknesses identified from the benchmark tests will be addressed in the after school program.</p> <p>The After-school Coordinator will be responsible for maintaining the documentation which will include:</p> <ul style="list-style-type: none"> • Rosters of attendance • Lesson Plans • Student work

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1:

By April 1, 2009, 100% of core content teachers will be trained in the analysis of data, (MAP) to demonstrate regular use of data to adjust instruction, and review and re-teach standards. Evidence of regular use will be measured by each core teacher documenting review and re-teaching strategies on their lesson plans as measured by fifty percent (50%) of all students demonstrating at least a three (3) point increase above their targeted growth in their RIT scores on the Reading portion of the MAP test from Fall 2008 to Spring 2009 administration.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Create a data team as a sub committee of the SLT.	Principal	August 2008	Analyzing data by demographic groups helps identify areas of strengths and weaknesses. The analysis provides information for instructional adjustments and program evaluation. Lesson plans and observations noting review strategies such as bell ringers, fantastic five, essential facts, skills practice activities, and varied strategies will be used to document the analysis of data. Rosters of attendance, training agendas for data analysis, and data analysis reports will be used as documentation. Judy Davis, Instructional Specialist will be responsible for maintaining the documentation.
Ensure that each teacher is given training on disaggregation of data.	Principal	September 2008	In order to make instructional adjustments and to address individual and groups’ weaknesses, teachers must be able to disaggregate data by specific groups in order to target instruction. Rosters of sign-in sheets for training and training agendas will be used as documentation. The documentation will be kept by the data team.
Meet with Data Team on a monthly basis to review their training schedule, requests for information from teachers and data analysis reports.	Principal	August 2008	The data analysis reports not only provide information for individual student achievement, but also reveal potential curriculum deficiencies. Data analysis reports, monthly calendars of meetings, and information provided to teachers will used as documentation. Gregg Scott, Principal, will be responsible for maintaining the documentation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2:

By April 1, 2009, 100% of all teachers will participate in content specific Professional Learning Communities and use PLC best practices in planning for instruction. Use of PLC best practices will be measured as follows:

- **fifty percent (50%) of all students will show growth of at least three (3) points above their targeted growth in their RIT scores on the Reading portion of the MAP test from Fall 2008 to Spring 2009 administration.**
- **mean building MAP mathematics RIT score for students in grades 6,7,and 8 will increase at least six (6) points from fall 2008 MAP to spring 2009 MAP test administration.**
- **60% of students in grades 6, 7, and 8 will achieve a score 70% when tested on a cumulative, standards-based Humanities Benchmark test created by the Instructional Team.**
- **60% of students in grades 6, 7, and 8 will achieve a score 70% when tested on a cumulative, standards-based Science Benchmark test created by the Instructional Team.**

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Develop a PLC meeting schedule and assign Instructional Facilitators.	Principal and Instructional Team	August 2008	For Professional Learning Communities to be effective, specific meeting times as well as the purposes must be developed. The schedule of meetings, minutes, and notes from the meetings, and products produced will validate the meetings were held. The Instructional Team will keep this documentation.
Conduct frequent formal and informal observations of the staff. (This will be accomplished by dividing the staff among the entire instructional and administrative teams.)	Principal, Instructional Team, and Administrative Team	August 2008	Classroom observations will reveal if joint planning is occurring and if there is a guaranteed and viable curriculum being taught across grade levels. Copies of classroom observations will be maintained by the Instructional and Administrative Teams.
Ensure that all staff development is completed as specified in the timeline.	Principal	August 2008	Staff development as outlined in the plan and as requested by the PLCs is vital for PLC success. Staff Development calendars, training materials, and district portal training schedule will be used to document that the training has occurred. The Instructional Team will maintain the documentation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1:

By April 1, 2009, 100% of core content teachers will be given an opportunity to participate in a series of focused professional development opportunities to ensure that fifty percent (50%) of all students will show growth of at least three (3) points above their targeted growth in their RIT scores on the Reading portion of the MAP test from Fall 2008 to Spring 2009 administration.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide training to teachers to use research-based instructional practices in reading and writing, such as Learning Focused.	Assoc. Supt. Dr. Kathy Howard	July 2008	Teachers will continue to be trained in a comprehensive school-based model that provides balanced achievement using research-based strategies to support learning. The research-based strategies are best practices which are driven by a standards-based curriculum. Learning is organized into units of instruction. These best practice research practices include using: Essential Questions, Student Learning Maps, EATS, Summarizing Strategies, Accelerating and Previewing, Rubric Assessed Authentic Assignments, Teaching Higher Order Thinking Skills, and Differentiated Assignments. The school’s instructional coach has received endorsement from the Learning Focused company to serve as a trainer. However, each district level content consultant has also been trained and serves as a resource to the school and the coach. Follow-up will be based on use of new knowledge and skills in the classroom. Agendas, principal observations, training logs (Debbie Barron)
Provide training in core content areas (ELA, Math, Science, Social Studies) for best practices (e.g., inquiry science and teaching reading, and skill-based workshops)	Assoc. Supt. Dr. Kathy Howard	July 2008	Staff development training will enhance teachers’ skills as they deliver curriculum in the classroom. Training will be delivered based on weaknesses found from local data analysis. Follow-up will be based on use of new knowledge and skills in the classroom. Agendas, training logs, principal observation (Dr. Lynn

			Talton)
Train instructional coaches on effective use of assessments (Train the trainer).	Assoc. Supt. Dr. Kathy Howard	September 2008	<p>Instructional coaches will be trained on effective use of assessments in the classroom. The training will address appropriate forms of formal (summative) and informal (formative) assessment. They will also receive training to design assignments that meet specific learner interests, abilities, and learning styles (differentiated assessments). The instructional coach will return to the building and train teachers in small groups – both interdisciplinary teams and content based groups.</p> <p>Agendas, training logs (Dr. Kathy Howard)</p>
Provide training for teachers on differentiated instruction.	Assoc. Supt. Dr. Kathy Howard	July 2008	<p>The instructional coach will receive training at monthly Instructional Coach meetings on aspects of differentiated instruction. She will return to the school and train the staff through small groups – both interdisciplinary teams and content based groups. Training will specifically address issues of gender, collaborative grouping, learning styles, and skill level (as evidenced by RIT scores).</p> <p>Agendas, training logs (Dr. Kathy Howard)</p>
Provide professional development in the use of intervention strategies for at-risk students.	Assoc. Supt. Dr. Kathy Howard	July 2008	<p>Professional development opportunities in the Framework for Understanding Poverty will provide teachers with skills needed to enhance instruction in the classroom. In addition, it will provide them with strategies on effective classroom management and in building positive relationships with both students and parents as we work toward increasing student achievement.</p> <p>Follow-up will be based on use of new knowledge and skills in the classroom.</p> <p>Agendas, observations, training logs (Olivia Morris)</p>
Provide IB training for school staff.	Dr. Kathy Howard	July 2008	<p>Training for staff members will be provided throughout the school year to familiarize teachers with the IB framework and requirements for curricular connections.</p> <p>Follow-up on training outcomes will be conducted at IB district meetings.</p> <p>Agendas, training logs (Debbie Carrero)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2:

By April 1, 2009, 100% of appropriate school personnel will be given an opportunity to participate in data analysis and reporting professional development to ensure that fifty percent (50%) of all students will show growth of at least three (3) points above their targeted growth in their RIT scores on the Reading portion of the MAP test from Fall 2008 to Spring 2009 administration.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Provide support to school administrators in utilizing MAP scores via Virtual Comparison Groups to make data-driven decisions.	Director Research - Dr. Jason McCreary	October 2008	VCG reports will be presented used by school administrators to diagnose student and teacher areas of strength and deficiencies in ELA and math. Disaggregation will allow administrators to pinpoint which subgroups and students need additional support. Staff will learn how to determine if a program is effective, who begins the year at a higher or lower level, and which teachers create exceptional student growth or failure. Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data. School VCG reports and training agenda (Erin Tully and the Research Department)
Provide support for core content teachers in disaggregating and analyzing data to make department-wide and classroom level instructional decisions.	Director Research - Dr. Jason McCreary	October 2008	Dynamic Reporting Suite will be presented and used to simplify data analysis as a classroom tool to help quickly apply test scores to instructional planning and teaching. Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.

			Agenda (April Hammond and the Research Department)
Provide support for school administrators, instructional leadership teams, and counselors to analyze and interpret school data via Ease-e.	Director Research - Dr. Jason McCreary	January 2009	<p>Ease-e is a data warehouse that allows one to query on a variety of data points (student demographics, student attendance, test scores, etc.). Training will be based on the local school needs and requests for data and decisions. Since the product or warehouse we use is in transition, we will not be able to train until the second semester.</p> <p>Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.</p> <p>School reports and Agenda (Maria Sarria and the Research Department)</p>
Provide assistance to principals to monitor progress and assess gaps in outcomes.	Assistant Superintendents of Schools – Drs. Meekins, Peake, and Rogers and Mr. Hamilton	October 2008	<p>Working with the principal and ERTL, ongoing discussions and data analysis monitoring around student and goal achievement will occur.</p> <p>Onsite follow-up will occur to determine progress on implementing strategies from each goal.</p> <p>Meeting agendas (Assistant Supts. Of Schools)</p>

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

- International Baccalaureate Middle Years Programme (IB MYP): A framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world
- Approaches to Learning (ATL): One of the five IB MYP Areas of Interaction that focuses on all the aspects of studying and learning that help students develop into life long learners: inquisitive, open-minded, efficient and reflective independent learners and communicators. (Woodmont Middle IB MYP Teacher Handbook)
- International Baccalaureate Middle Years Programme Assessment (IB MYP Assessment): This assessment is used as an essential element allowing teachers and students to identify strengths and weaknesses. The two components are formative and summative.
- Learning Focused School's Model: Learning Focused is a research-based framework for thinking about, planning, and delivering instruction using exemplary practices with focus on learning (Learning Focused Notebook 2005)
- Lexile: the Lexile Framework for Reading provides a means of measuring a student's reading level and growth. It is meant to assist educators and parents select reading materials that appropriately challenge students, thereby guiding the development of stronger reading skills (www.nwea.org)
- Data Team: Sub-committee of the school leadership team that provides in-service to teachers in data interpretation of MAP tests, disaggregates school testing data and acts as a resource for administration, staff, and students
- Drop Everything and Read (DEAR): Validated program where student read an additional 20 minutes each day during homeroom period
- Northwest Evaluation Association (NWEA): NWEA provides products and services (Measures of Academic Progress MAP test) to measure and promote academic student growth and school improvement including accurate assessments, timely reporting, practical classroom resources, and ongoing professional development. (www.nwea.org)